

Edgewood Middle

200 Edgewood Circle
Ninety Six, South Carolina 29666

Grades 6-8 Middle School

Enrollment 385 Students

Principal Wally Hall 864-543-3511

Superintendent Dan W. Powell, Ph.D. 864-543-3100

Board Chair Dr. William Long 864-543-2647

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	4	27	16	0

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

NO

This school met 15 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Good	Below Average	No
2004	Average	Unsatisfactory	Yes
2005	Average	Unsatisfactory	No
2006	Average	Below Average	No

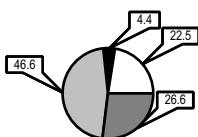
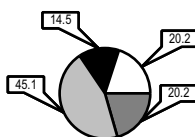
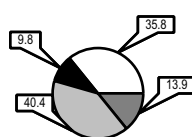
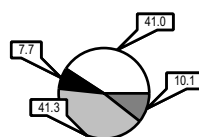
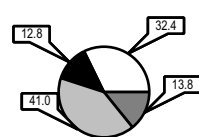
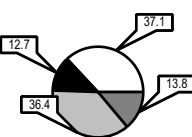
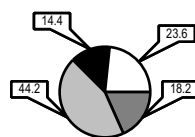
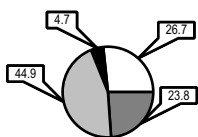
DEFINITIONS OF SCHOOL RATING TERMS





- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

97.8%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

END OF COURSE TESTS

Percent of students scoring 70 or above on:

	Our School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	N/A	97.5
English 1	N/A	89.7
Biology 1/Applied Biology 2	N/A	55.5
Physical Science	N/A	41.8
All Subjects	N/A	93.2

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	372	100.0	22.4	46.7	26.5	4.4	42.9	Yes	Yes
Gender									
Male	201	100.0	27.8	49.5	18.7	4.0	32.8	N/A	N/A
Female	171	100.0	16.1	43.5	35.7	4.8	54.8	N/A	N/A
Racial/Ethnic Group									
White	283	100.0	17.9	48.0	28.7	5.4	47.0	Yes	Yes
African American	81	100.0	38.8	43.8	17.5	0.0	26.3	No	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	333	100.0	16.8	48.8	29.6	4.9	47.3	N/A	N/A
Disabled	39	100.0	71.1	28.9	0.0	0.0	5.3	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	372	100.0	22.4	46.7	26.5	4.4	42.9	N/A	N/A
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	372	100.0	22.4	46.7	26.5	4.4	42.9	N/A	N/A
Socio-Economic Status									
Subsidized meals	169	100.0	34.3	42.2	21.1	2.4	31.3	No	Yes
Full-pay meals	203	100.0	12.5	50.5	31.0	6.0	52.5	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	372	100.0	19.9	45.4	20.2	14.5	49.2	Yes	Yes
Gender									
Male	201	100.0	21.2	43.4	19.2	16.2	50.0	N/A	N/A
Female	171	100.0	18.5	47.6	21.4	12.5	48.2	N/A	N/A
Racial/Ethnic Group									
White	283	100.0	15.4	44.4	22.2	17.9	57.0	Yes	Yes
African American	81	100.0	37.5	48.8	10.0	3.8	21.3	Yes	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	333	100.0	17.4	44.2	22.3	16.2	53.0	N/A	N/A
Disabled	39	100.0	42.1	55.3	2.6	0.0	15.8	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	372	100.0	19.9	45.4	20.2	14.5	49.2	N/A	N/A
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	372	100.0	19.9	45.4	20.2	14.5	49.2	N/A	N/A
Socio-Economic Status									
Subsidized meals	169	100.0	28.9	50.0	12.0	9.0	35.5	Yes	Yes
Full-pay meals	203	100.0	12.5	41.5	27.0	19.0	60.5	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	372	100.0	35.5	40.4	14.2	9.8	24.0
Gender							
Male	201	100.0	33.8	39.4	15.2	11.6	26.8
Female	171	100.0	37.5	41.7	13.1	7.7	20.8
Racial/Ethnic Group							
White	283	100.0	28.7	42.7	16.8	11.8	28.7
African American	81	100.0	60.0	33.8	2.5	3.8	6.3
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	333	100.0	30.5	43.3	15.2	11.0	26.2
Disabled	39	100.0	78.9	15.8	5.3	0.0	5.3
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	372	100.0	35.5	40.4	14.2	9.8	24.0
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	372	100.0	35.5	40.4	14.2	9.8	24.0
Socio-Economic Status							
Subsidized meals	169	100.0	50.0	36.1	10.2	3.6	13.9
Full-pay meals	203	100.0	23.5	44.0	17.5	15.0	32.5

Social Studies							
All Students	372	100.0	40.7	41.5	10.1	7.7	17.8
Gender							
Male	201	100.0	41.9	37.4	10.1	10.6	20.7
Female	171	100.0	39.3	46.4	10.1	4.2	14.3
Racial/Ethnic Group							
White	283	100.0	38.7	42.7	10.0	8.6	18.6
African American	81	100.0	50.0	37.5	8.8	3.8	12.5
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	333	100.0	36.6	43.6	11.3	8.5	19.8
Disabled	39	100.0	76.3	23.7	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	372	100.0	40.7	41.5	10.1	7.7	17.8
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	372	100.0	40.7	41.5	10.1	7.7	17.8
Socio-Economic Status							
Subsidized meals	169	100.0	48.2	39.8	10.2	1.8	12.0
Full-pay meals	203	100.0	34.5	43.0	10.0	12.5	22.5

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	134	100.0	32.6	43.4	21.7	2.3	24.0
	7	127	100.0	31.4	43.8	22.3	2.5	24.8
	8	133	100.0	12.6	43.3	40.2	3.9	44.1
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	132	100.0	27.7	43.1	23.1	6.2	29.2
	7	114	100.0	15.3	53.2	28.8	2.7	31.5
	8	126	100.0	23.2	44.8	28.0	4.0	32.0
Mathematics								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	134	100.0	20.9	51.2	17.8	10.1	27.9
	7	127	100.0	17.4	41.3	19.8	21.5	41.3
	8	133	100.0	27.6	49.6	18.9	3.9	22.8
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	132	100.0	18.5	46.9	20.8	13.8	34.6
	7	114	100.0	8.1	45.0	23.4	23.4	46.8
	8	126	100.0	32.0	44.0	16.8	7.2	24.0
Science								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	134	100.0	49.6	30.2	11.6	8.5	20.2
	7	127	100.0	34.7	37.2	14.0	14.0	28.1
	8	133	100.0	33.9	42.5	14.2	9.4	23.6
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	132	100.0	38.5	38.5	15.4	7.7	23.1
	7	114	100.0	36.9	36.9	13.5	12.6	26.1
	8	126	100.0	31.2	45.6	13.6	9.6	23.2
Social Studies								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	134	100.0	55.8	34.9	7.8	1.6	9.3
	7	127	100.0	41.3	38.0	14.0	6.6	20.7
	8	133	100.0	18.1	50.4	23.6	7.9	31.5
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	132	100.0	41.5	41.5	9.2	7.7	16.9
	7	114	100.0	48.6	37.8	4.5	9.0	13.5
	8	126	100.0	32.8	44.8	16.0	6.4	22.4

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 385)				
Students enrolled in high school credit courses (grades 7 & 8)	0.0%	No change	19.9%	16.7%
Retention rate	2.3%	Down from 3.9%	2.7%	2.5%
Attendance rate	96.8%	Up from 95.7%	96.0%	96.0%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 2.5%	0.8%	0.9%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 2.5%	1.4%	1.0%
Eligible for gifted and talented	20.2%	Up from 0.0%	21.1%	15.6%
On academic plans	49.9%	N/AV	34.8%	39.9%
On academic probation	0.8%	N/AV	0.3%	0.7%
With disabilities other than speech	8.7%	Down from 12.3%	12.7%	12.4%
Older than usual for grade	1.8%	Up from 1.2%	4.8%	4.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.5%	1.0%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 27)				
Teachers with advanced degrees	44.4%	Up from 40.0%	51.9%	52.4%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	0.0%	N/A	6.2%	9.1%
Teachers with emergency or provisional certificates	7.7%	Up from 4.0%	5.0%	5.6%
Teachers returning from previous year	92.7%	Up from 89.3%	88.0%	84.6%
Teacher attendance rate	96.1%	Down from 97.2%	94.9%	94.8%
Average teacher salary	\$42,701	Up 0.8%	\$42,755	\$42,267
Prof. development days/teacher	9.0 days	Down from 11.8 days	11.9 days	11.9 days
School				
Principal's years at school	1.0	Up from 0.0	5.0	3.0
Student-teacher ratio in core subjects	28.5 to 1	Up from 24.2 to 1	22.3 to 1	21.1 to 1
Prime instructional time	91.2%	Down from 91.7%	89.7%	89.0%
Dollars spent per pupil*	\$6,194	Down 5.7%	\$5,980	\$6,243
Percent of expenditures for teacher salaries*	59.7%	Down from 66.4%	60.5%	59.8%
Percent of expenditures for instruction*	63.8%		65.0%	65.2%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	98.9%	97.4%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	No change	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.8%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	N/A	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	Yes
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Edgewood Middle School is located in historic and rural Ninety Six in the eastern corner of Greenwood County and is the only area middle school. Our school offers diverse learning opportunities to approximately 390 students in grades six through eight. The poverty level in our community is above 40%, and our minority student ratio remains approximately 25%. As Edgewood strives to meet the requirements of No Child Left Behind and the Education Accountability Act (1998), academic programs in our school continue to improve in the areas addressing standards based curriculum, instruction and assessment by a highly qualified staff. As we move through this school year our parents and community members are invited and encouraged to support our students' drive for success. Our students are up to the challenge. It will take all of us, together, to help them achieve their goals.

Middle school can be a time of drastic change for our students, not to mention their parents. Our aim at Edgewood is to provide as many activities and programs as possible to give every student an opportunity to become engaged and involved in some facet of school. We offer the typical core subjects of English-Language Arts, Science, Social Studies, and Mathematics. Our Gifted and Talented Program is Science-based and available to students who qualify. In an effort to enhance our curriculum, we will offer Algebra for high school credit to students who meet the criteria. As a support to curriculum and instruction, Edgewood will have school-wide academy time this year to provide reinforcement and enrichment in English-Language Arts. Our exploratory program offers character and careers, Spanish, word processing, Art, health and physical education. Our chorus and band program have been extremely successful and will grow stronger with a full-time band director this year. Various sports are available to boys and girls. We have basketball, soccer, volleyball, cheerleading and will be adding football this year. Another strong program at Edgewood is the Career Education program. During job shadow day in February maximum participation by our students continues. Parent involvement in this area continues to grow as seen from the portfolio presentations.

The teachers and staff at Edgewood Middle are very experienced and consistently look for ways to improve instruction and enhance the curriculum. During the year a majority of our teachers are involved in professional learning opportunities outside the normal school day. Our teaching assistants are highly qualified and provide valuable support to our school. Our staff is very involved as sponsors or participants in many activities taking place at Edgewood or in the community.

Throughout the year, we recognize and award our students' many accomplishments in all areas of our school program. With the support of an ever-involved Parent-Teacher Organization this program will continue to support student achievement and successes.

We are very excited about the opportunities available to our students and look forward to their many accomplishments in 2006-2007. At any time feel free to become involved in the happenings at Edgewood Middle or drop by for a visit. We are looking forward to a year of success!

Wally Hall, Principal
Colie Rushton, School Improvement Council Chairman

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	30	122	73
Percent satisfied with learning environment	96.6%	69.2%	81.7%
Percent satisfied with social and physical environment	93.3%	72.5%	72.2%
Percent satisfied with school-home relations	90.0%	83.3%	73.6%

*Only students at the highest middle school grade level at this school and their parents were included.